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EDITORIAL NOTES

The *Elementary School Teacher* has arranged with the Executive Committee of the Illinois Superintendents' and Principals' Association to print the reports prepared each year by the Committee of Seven of that association, and to print any announcements which the Executive Committee may wish to send out from month to month to members of the association.

**Editorial
Announcement**

The annual meetings of this association are unique among educational gatherings in that they take up for careful consideration a report prepared by the Committee of Seven, dealing with some phase of the course of study in the elementary school. The careful study of a local problem by those who are engaged in school work is significant for the members of the association and it is also important as an example to other associations. The *Elementary School Teacher* will profit by its connection with the association, because the chief function of this journal is to promote co-operative investigation of elementary school problems. If other associations would undertake in the same fashion to prepare exhaustive reports for discussion, this journal would welcome the opportunity of co-operating with them.

**Value of
Meetings
Based on Pre-
pared Reports**

The following announcement prepared by the officers of the association is inserted as the first announcement of the association work. Hereafter space will be given to these announcements directly following the editorial page.

The Committee of Seven of the Northern Illinois Superintendents' and Principals' Association, which has for several years been engaged in working out an Outline Course of Study on a Scientific Basis, hopes to complete its sixth annual report in a few weeks.

**The Committee
of Seven**

The members of the committee for 1910-11 are: Principal

D. A. Tear, Chicago, Professor O. W. Caldwell, The University of Chicago, Professor C. W. Whitten, State Normal School, De Kalb, and Superintendents M. G. Clark, Streator, R. G. Jones, Kewanee, J. L. Smith, Highland Park, and H. A. Bone, Batavia. The first meeting of the committee was held June 11, and an organization was effected by electing Dr. Tear chairman and Professor Whitten secretary.

The report this year will deal with the subject of elementary science. It is proposed to show the necessity of instruction in elementary science by a discussion of the "Relation of the Child to Nature." This will be followed by a discussion of the "Place and Purpose of Science in the School." It is the present plan of the committee to follow these discussions with a suggestive course of study. Recognizing the controlling influence of local conditions the committee scarcely hopes to be able to present a course suitable for adoption in all schools. It does hope, however, to illustrate in a concrete way the factors which must control in the selection of a course.

The committee has met monthly beginning with September. Messrs. Tear and Clark have reported on the psychological and pedagogical phases of the topic and this portion of the report is rapidly assuming permanent form. Tentative courses of study by Messrs. Jones, Bone, and Whitten have also been discussed by the committee.

Professor Ira B. Myers of the University of Chicago is co-operating with the committee and has rendered excellent service in the organization of the report thus far.

There is a very widespread feeling of appreciation for the promptness with which the Commissioner of Education is getting out his reports. The value of these reports is much increased by their appearance at the close of the year.

**The New
Report of the
Commissioner
of Education**

The educational directory, for example, is of immediate value to everyone who has to do with other educators; and the descriptive material which appears in these volumes is not only of importance as history, but is of value for immediate use because of its prompt appearance.

The Commissioner's introduction is of special interest in the 1910 volume. It gives a general view of important movements in all departments of education, and should be read by all teachers. Most teachers feel that these ponderous official volumes have little in them of immediate personal interest to those who are engaged in classroom work. A general survey of education such as the present tends to correct this impression, and to draw attention to the movement of American educational activities. A number of the special articles in the first volume of the report should be of very great interest to teachers. This is specially true of the articles on "Agricultural Education" and the "Prussian System of Vocational Schools." There is a very complete review of educational progress in other countries.

**Contents of
the Volume**